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ABSTRACT

This report represents the fifth teacher education follow-up study at Central Missouri State University (CMSU). The Teacher Education Assessment Committee (TEAC), a centralized system of data collection and assessment, conducts and publishes results of periodic assessments and evaluations of the university's teacher education programs by soliciting input from: (1) the university teacher education faculty; (2) preservice teacher education candidates; (3) inservice teachers and other graduates of the teacher education program; and (4) employers of educators who had been prepared by the university. Graduate and student teacher respondents were given questions on biographical background, current employment status, and attitudes toward the teacher education program at CMSU. Questions addressed to the other respondents asked for a broader assessment of the program. The results of all assessments and evaluations will be applied to the current teacher education program and shared with school districts that employ the university's graduates. Background information and College Basic Academic Subject Examination (CBASE) scores, part of the admission process for acceptance into the teacher education program, are provided. Survey instruments with their findings are reproduced. (LL)

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ED 362 515

1993 TEACHER EDUCATION FOLLOW-UP STUDY

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Central
MISSOURI STATE UNIVERSITY

September, 1993

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1993 TEACHER EDUCATION FOLLOW-UP STUDY

by

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September, 1993

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INTRODUCTION

This report represents the fifth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri. TEAC was established in April of 1988 by the joint efforts of Dr. Joe Huber, Dean of the College of Education and Human Services and the Professional Education Faculty of the University. TEAC's current individual committee members are as follows: John R. Zelazek, Chair, Jim Sylwester, Bill Downs, Wayne Williams, Carol Mihalevich and Larry Jones.

Central designed an assessment and evaluation system as part of its teacher education program. This was an attempt by Central to continue to graduate qualified teachers for our nation. TEAC is a multifaceted system that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's Professional Education Faculty; B) Pre-service teacher education candidates at Central ; C) Graduates of Central's teacher education programs; and D) Employers (principals) of educators who were prepared by Central. The results of all assessments and evaluations are then applied to the current teacher education program and shared with school districts in Missouri that employ Central graduates.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a data base of the 11,000 past and present Central students and coordinates that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed four major surveys based on the Technical Series 88-1 "Compendium of Items for Follow-up Surveys of Teacher Education Programs" by Donald J. Freeman, published by the National Center for Research on Teacher Education, Michigan State University, East Lansing, Michigan; and responded to the requests for summaries of student data based on individual criteria by various Central departments and ad hoc committees. The response time for this

data is very quick, most often within just a few hours. The response time for the same data from the other sources on Central's campus would be from several days to many weeks. TEAC has now completed its fifth year. It has risen to a highly visible committee as a result of the Missouri Department of Elementary and Secondary Education (DESE) accreditation visit in April, 1991 and the NCATE visit of April, 1992. TEAC has had and will continue to have major impact on teacher education programs at Central. From its extensive data base of student descriptors that have been gleaned from years of enrollment data, to its four additional data bases that are generated yearly from the survey of current students, graduates and employers, TEAC is able to describe the nature of the students and perceptions of the teacher education programs at Central.

TEAC provides specific information to individual departments for use in the advisement and counseling of students. Demographic trends of teacher education classes, at both elementary and secondary levels, have been tallied, analyzed and distributed in order to help in load assessment, needs assessment, future planning for program adjustment, and personnel management. The use of TEAC survey data has been helpful to individual departments for program revision and course development, and to the University, so that it can look at the whole picture rather than fragmented pieces.

TEAC provided information for the Missouri Department of Elementary and Secondary Education and NCATE accreditations, and will provide data for the upcoming North Central Association assessment. The results of the DESE and NCATE studies have been shared with the appropriate writing committees for the accreditation reports.

TEAC is not the "Watch Dog" of teacher education; but rather it is a centralized system of data collection and assessment that disseminates relevant data on a frequent and timely basis to ensure that Central's dynamic teacher education program is preparing quality professionals for the future.

Conclusions

In the 1989 study 57% of the previous years graduating class secured full-time teaching positions within the State of Missouri. Where as the 1993 data revealed that only 37.3% of the previous years graduating class (29.5% Elementary Education only) secured full-time teaching positions within the State of Missouri.

Central teacher education graduates **(first and second year teachers only)** are employed in 132 of the 538 districts across the State of Missouri.

Of those Central graduates employed within the State of Missouri over the past four years as full-time teachers within the Missouri public school systems, 75% were employed within school districts that reside within a 60 mile radius of Central.

TEAC does not have access to employment statistics of Central graduates in states other than Missouri, nor in Missouri private school settings, substitute teacher listings, Day Care Schools, state asylums, and other teaching situations not listed by the State of Missouri Statistical Office within DESE.

Students in the Foundations classes were predominantly white females. One fourth of the student population in the 1992-93 Foundations courses was male and eight percent listed cultural backgrounds other than white. Ninety percent were full-time students. When asked to rate their weakest academic areas, legal and ethical responsibilities of teaching was ranked first, Non-Western philosophies and cultures second, and classroom management techniques and American literature were tied for third.

Eighty one percent of the student teachers were females, and forty three percent were placed in elementary classrooms. Ninety two percent were white. The students rated their student teaching experience very high as did past student teachers.

The average salary for Central graduates (First and Second year teachers) was $19,157. Ninety-six percent of the 1991-92 graduate survey respondents were white. Eighty-eight percent were full-time student while completing their undergraduate degree. Sixty-three percent of the survey respondents are childless. Seventy-three percent of the graduate survey respondents plan to work on graduate degrees in education with fifty-two percent planning to complete their graduate work at Central. A little over ninety percent of the respondents were full-time classroom teachers. The teaching level appeared to be equally stratified from preschool to senior high school. Seventy-six percent were fortunate enough to hold positions at their preferred teaching level. Eighty percent of the graduate survey respondents planned on teaching five years from now. Nineteen percent found it necessary to obtain employment outside the school system during the school year. Fifteen percent stated they would not enroll in a teacher preparation program, if they could start over again. The teachers top three areas of dissatisfaction in their current positions were, salary/fringe benefits of teaching, level of support from parents and community and opportunities for professional advancement. Fifty-five percent felt that they were not adequately prepared to teach in a culturally diverse setting with at-risk students.

Eighty-seven percent of the principals hiring Central's graduates who responded to the survey felt that the teachers were strongly prepared for their current positions. Principals feel salary and fringe benefits are the top area of dissatisfaction for teachers.

(TEAC--FOUNDATIONS--1992-93)

A TOTAL OF 481 STUDENTS WERE SURVEYED FROM THE
579 THAT WERE ENROLLED FOR AN 83 % RETRUN

Please read each statement, then circle or fill-in your response for each item.

1. Sex:

	Frequency	Percent
male	124	26.0
female	352	74.0

2. Age in years: Averages: Overall 23.3, Males 23.8, Females 23.0

3. Are you a Post-Bachelor Student?

	Frequency	Percent
Yes	050	10.6
No	419	89.4

4. How would you describe yourself?

	Frequency	Percent
Native Indian	005	01.0
Asian or P I	003	00.6
Black	013	02.7
Hispanic	003	00.6
White	442	91.9
Other	015	03.1

5. How would you characterize your status as an undergraduate?

	Frequency	Percent
full-time	431	89.6
part-time	020	04.1
ft/pt	030	06.3

6. When do you plan to complete all requirements of your teacher certification program?

Semester	Frequency	Percent
922 - 931	010	02.0
932 - 941	067	13.9
942 - 951	218	45.3
952 - 961	150	31.1
962 - 971	020	04.2
other	016	03.3

7. How do you rate your academic background in each of the following areas ?

1 = very weak, 2 = weak, 3 = adequate, 4 = strong, 5 = very strong

mathematical knowledge

	Frequency	Percent
1 =	031	06.5
2 =	099	20.6
3 =	190	36.6
4 =	120	25.0
5 =	040	08.3

Averages: Overall 3.08, Males 3.11, Females 3.06

social studies

	Frequency	Percent
1 =	012	02.5
2 =	066	13.7
3 =	221	45.9
4 =	136	28.3
5 =	046	09.6

Averages: Overall 3.28, Males 3.68, Females 3.13

natural sciences

	Frequency	Percent
1 =	010	02.1
2 =	097	20.2
3 =	224	46.6
4 =	116	24.1
5 =	034	07.1

Averages: Overall 3.13, Males 3.37, Females 3.05

humanities

	Frequency	Percent
1 =	005	01.1
2 =	033	06.9
3 =	206	43.1
4 =	170	35.6
5 =	064	13.4

Averages: Overall 3.53, Males 3.54, Females 3.52

multi-cultural issues and perspectives

	Frequency	Percent
1 =	012	02.5
2 =	097	20.2
3 =	210	43.8
4 =	122	25.4
5 =	039	08.1

Averages: Overall 3.16, Males 3.20, Females 3.14

	Frequency	Percent
Non-Western philosophies and cultures	1 = 025	05.2
	2 = 159	33.1
	3 = 197	41.0
	4 = 077	16.0
	5 = 022	04.6

Averages: Overall 2.81, Males 3.00, Females 2.75

	Frequency	Percent
American history	1 = 004	00.8
	2 = 060	12.5
	3 = 202	42.1
	4 = 153	31.9
	5 = 061	12.7

Averages: Overall 3.43, Males 3.69, Females 3.33

	Frequency	Percent
American literature	1 = 005	01.0
	2 = 075	15.6
	3 = 248	51.6
	4 = 120	24.9
	5 = 033	06.9

Averages: Overall 3.20, Males 3.19, Females 3.21

	Frequency	Percent
education-historical/philosophical development	1 = 003	00.6
	2 = 062	13.0
	3 = 226	47.3
	4 = 160	33.5
	5 = 027	05.6

Averages: Overall 3.30, Males 3.22, Females 3.32

	Frequency	Percent
contemporary educational issues	1 = 002	00.4
	2 = 047	09.8
	3 = 209	43.6
	4 = 174	36.3
	5 = 047	09.8

Averages: Overall 3.40, Males 3.29, Females 3.50

	Frequency	Percent
theories/principles of how students learn	1 = 003	00.6
	2 = 041	08.2
	3 = 207	43.2
	4 = 171	35.7
	5 = 057	11.9

Averages: Overall 3.49, Males 3.16, Females 3.60

	Frequency	Percent
child/adolescent growth and development	1 = 004	03.3
	2 = 046	09.6
	3 = 217	45.3
	4 = 165	34.4
	5 = 047	09.8

Averages: Overall 3.42, Males 3.26, Females 3.48

	Frequency	Percent
social and political roles of schools in America	1 = 006	01.2
	2 = 062	12.9
	3 = 210	43.8
	4 = 159	33.1
	5 = 043	09.0

Averages: Overall 3.35, Males 3.36, Females 3.35

	Frequency	Percent
classroom management techniques/procedures	1 = 015	03.1
	2 = 068	14.3
	3 = 201	42.1
	4 = 156	32.7
	5 = 037	07.8

Averages: Overall 3.27, Males 3.24, Females 3.27

	Frequency	Percent
legal and ethical responsibilities of teaching	1 = 194	40.8
	2 = 126	26.5
	3 = 096	20.2
	4 = 050	10.5
	5 = 010	02.1

Averages: Overall 2.06, Males 2.34, Females 1.95

8. What do you consider to be the primary goal of education? **Choose only one.**

	Frequency	Percent
Promoting academic development	254	53.1
Enhancing personal development	211	44.1
Facilitating social development	001	00.2

(TEAC--Student Teachers--1992-1993)

A TOTAL OF 334 STUDENT TEACHER SURVEYS WERE RETURNED FROM THE 384 THAT WERE SENT FOR AN 87% RETURN.

Please read each statement, then circle or fill-in your response for each item

1A. Sex:

	Frequency	Percent
male	064	19.2
female	269	80.8

1B. Level

	Frequency	Percent
Secondary	190	56.9
Elementary	144	43.1

2. Age in years:

Averages: Overall 25.9, Males 25.2, Females 26.0, Elementary 26.2, Secondary 25.7

3. What was (will be) your marital status at the time you complete certification?

	Frequency	Percent
single	184	55.4
married	148	44.6

4. How many minor children do you have living with you that you care for?

	Frequency	Percent
none	236	71.1
one	042	12.7
two	028	08.4
three or more	026	07.8

5. How would you describe yourself?

	Frequency	Percent
Native American	014	04.2
Asian or PI	002	00.6
African American	003	00.9
Hispanic	003	00.9
White	302	91.5
Other	006	00.3

6. How would you characterize your status as an undergraduate?

	Frequency	Percent
full-time student	312	93.4
part-time student	004	01.2
full-time/part-time	018	05.4

7. When will you complete all requirements of your teacher certification program?

	Frequency	Percent
Fall 1992	116	35.0
Spring 1993	185	55.9
Summer 1993	018	03.0
Other	012	03.6

8. On a scale of one to five, how would you rate the overall quality of:

VERY WEAK = 1, WEAK = 2, NEUTRAL = 3, STRONG = 4, VERY STRONG = 5

	Frequency	Percent
your teacher preparation program	1 = 003	00.9
	2 = 016	04.8
	3 = 084	25.4
	4 = 183	55.3
	5 = 045	13.6

Averages: Overall 3.75, Males 3.77, Females 3.74, Elementary 3.76,Secondary 3.75

	Frequency	Percent
courses in your undergraduate major field	1 = 002	00.6
	2 = 013	04.0
	3 = 085	25.9
	4 = 172	52.4
	5 = 056	17.1

Averages: Overall 3.81, Males 3.77, Females 3.81, Elementary 3.81, Secondary 3.82

	Frequency	Percent
courses in your minor field(s)	1 = 004	02.0
	2 = 010	05.1
	3 = 058	29.4
	4 = 088	44.7
	5 = 037	18.8

Averages: Overall 3.73, Males 3.63, Females 3.75, Elementary 3.70, Secondary 3.75

	Frequency	Percent
liberal arts/general education courses you have taken	1 = 009	02.8
	2 = 035	10.7
	3 = 131	40.2
	4 = 128	39.3
	5 = 023	07.1

Averages: Overall 3.37, Males 3.56, Females 3.32, Elementary 3.34, Secondary 3.39

	Frequency	Percent
your student teaching experience	1 = 004	01.2
	2 = 007	02.1
	3 = 021	06.4
	4 = 087	26.4
	5 = 210	63.8

Averages: Overall 4.49, Males 4.38, Females 4.52, Elementary 4.48, Secondary 4.51

	Frequency	Percent
advice/counseling you received from your departmental advisor (in your major field(s) of study)	1 = 022	07.0
	2 = 028	08.9
	3 = 076	24.3
	4 = 098	31.3
	5 = 089	28.4

Averages: Overall 3.65, Males 3.85, Females 3.60, Elementary 3.53, Secondary 3.75

	Frequency	Percent
May not apply--advice/counseling you received from your departmental advisor (in your major field(s) of study)	1 = 014	12.2
	2 = 017	14.8
	3 = 031	27.0
	4 = 031	27.0
	5 = 022	19.1

Averages: Overall 3.26, Males 3.25, Females 3.26, Elementary 3.25, Secondary 3.27

	Frequency	Percent
advice/counseling you received from your academic advisor	1 = 062	19.3
	2 = 060	18.6
	3 = 091	28.3
	4 = 072	22.4
	5 = 037	11.5

Averages: Overall 2.88, Males 2.73, Females 2.91, Elementary 3.01, Secondary 2.78

	Frequency	Percent
support, assistance, and general help from faculty and staff in your education program	1 = 010	03.0
	2 = 033	10.0
	3 = 079	23.9
	4 = 131	39.7
	5 = 077	23.3

Averages: Overall 3.70, Males 3.54, Females 3.73, Elementary 3.72, Secondary 3.69

9. To what extent have education courses (other than field-based experiences such as student teaching) contributed to your success as a teacher?

	Frequency	Percent
very significant	034	10.4
significant	145	44.3
moderate	114	34.9
insignificant	029	08.9
very insignificant	005	01.5

10. How would you rate your preparation to teach in culturally diverse settings ?

	Frequency	Percent
excellent	019	05.8
good	086	26.2
average	133	40.5
weak	078	23.8
poor	012	03.7

11. How would you rate your preparation to teach AT RISK students ?

	Frequency	Percent
excellent	022	06.7
good	074	22.6
average	130	39.8
weak	079	24.2
poor	022	06.7

12. Do you feel you are a(n)...

	Frequency	Percent
exceptional student teacher	054	16.6
better than average student teacher	198	60.7
average student teacher	058	17.8
below average student teacher	012	03.7
inferior student teacher	004	01.2

13. How do you rate your academic background in each of the following areas ?

VERY WEAK = 1, WEAK = 2, NEUTRAL = 3, STRONG = 4, VERY STRONG = 5

	Frequency	Percent
Mathematics	1 = 011	03.3
	2 = 045	13.7
	3 = 156	47.4
	4 = 085	25.8
	5 = 032	09.7

Averages: Overall 3.24 , Males 3.19, Females 3.24, Elementary 3.37, Secondary 3.16

	Frequency	Percent
Social Studies	1 = 004	01.2
	2 = 059	19.9
	3 = 161	48.8
	4 = 070	21.2
	5 = 036	10.9

Averages: Overall 3.22 , Males 3.46, Females 3.16, Elementary 3.17, Secondary 3.27

	Frequency	Percent
American History	1 = 006	01.8
	2 = 056	17.0
	3 = 164	49.7
	4 = 075	22.7
	5 = 029	08.8

Averages: Overall 3.19 , Males 3.40, Females 3.13, Elementary 3.08, Secondary 3.28

	Frequency	Percent
Natural sciences	1 = 006	01.8
	2 = 046	13.9
	3 = 164	49.7
	4 = 087	26.4
	5 = 027	08.2

Averages: Overall 3.25, Males 3.40, Females 3.21, Elementary 3.25, Secondary 3.25

	Frequency	Percent
Humanities	1 = 003	00.9
	2 = 025	07.6
	3 = 156	47.7
	4 = 099	30.3
	5 = 044	13.5

Averages: Overall 3.47, Males 3.46, Females 3.49, Elementary 3.42, Secondary 3.52

	Frequency	Percent
Multi-cultural Issues and Perspectives	1 = 013	04.0
	2 = 060	18.2
	3 = 166	50.5
	4 = 069	21.0
	5 = 021	06.4

Averages: Overall 3.07, Males 3.03, Females 3.09, Elementary 3.13, Secondary 3.03

	Frequency	Percent
Non-Western philosophies and cultures	1 = 028	08.5
	2 = 119	36.3
	3 = 126	38.4
	4 = 048	14.6
	5 = 007	02.1

Averages: Overall 2.65, Males 2.83, Females 2.61, Elementary 2.73, Secondary 2.60

	Frequency	Percent
History and Philosophy of Education	1 = 008	02.4
	2 = 052	15.8
	3 = 145	43.9
	4 = 110	33.3
	5 = 015	04.5

Averages: Overall 3.21, Males 3.42, Females 3.16, Elementary 3.25, Secondary 3.19

	Frequency	Percent
Contemporary Educational Issues	1 = 001	00.3
	2 = 025	07.6
	3 = 139	42.1
	4 = 129	39.1
	5 = 036	10.9

Averages: Overall 3.52, Males 3.54, Females 3.51, Elementary 3.63, Secondary 3.45

	Frequency	Percent
Theories/principles of how students learn	1 = 000	00.0
	2 = 011	03.3
	3 = 095	28.8
	4 = 161	48.8
	5 = 063	19.1

Averages: Overall 3.83, Males 3.71, Females 3.86, Elementary 3.90, Secondary 3.78

	Frequency	Percent
Child/adolescent growth and development	1 = 000	00.0
	2 = 009	02.7
	3 = 095	28.9
	4 = 157	47.7
	5 = 068	20.7

Averages: Overall 3.86, Males 3.53, Females 3.94, Elementary 3.98, Secondary 3.78

	Frequency	Percent
Social and political roles of schools in America	1 = 005	01.5
	2 = 032	09.8
	3 = 161	49.1
	4 = 107	32.6
	5 = 023	07.0

Averages: Overall 3.33, Males 3.31, Females 3.34, Elementary 3.38, Secondary 3.30

	Frequency	Percent
Classroom management techniques/procedures	1 = 008	02.4
	2 = 041	12.4
	3 = 094	28.5
	4 = 145	43.9
	5 = 042	12.7

Averages: Overall 3.52, Males 3.04, Females 3.53, Elementary 3.47, Secondary 3.55

	Frequency	Percent
Legal and ethical responsibilities of teachers	1 = 010	03.0
	2 = 035	10.6
	3 = 109	33.1
	4 = 132	40.1
	5 = 043	13.1

Averages: Overall 3.49, Males 3.40, Females 3.51, Elementary 3.45, Secondary 3.53

	Frequency	Percent
American Literature	1 = 021	06.4
	2 = 078	23.7
	3 = 131	39.8
	4 = 067	20.4
	5 = 032	09.7

Averages: Overall 3.03, Males 2.93, Females 3.06, Elementary 3.05, Secondary 3.02

14. What do you consider to be the primary goal of education?

	Frequency	Percent
Promoting academic development	120	38.6
Enhancing personal development	152	48.9
Facilitating social development	039	12.6

15. Which describes best the level at which you did your student teaching.

	Frequency	Percent
Elementary P-3	88	26.7
Elementary 4-8	33	10.0
Middle or Junior High School 6-9	33	10.0
Senior High School 9-12	89	27.0
Combination of levels	87	26.3

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January, 1993

Dear Educator,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by February 28, 1993.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. **We need to conduct a follow-up of students who completed certification or graduated from our programs.** These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your principal to make him/her aware of our surveys, and ask him/her to participate in an employers' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

(TEAC-First and Second Years Teacher who are CMSU Graduates--1993)

A total of 207 First and Second Years Teacher surveys were returned from the 320 that were sent for a 65% return.

Please read each statement, then circle or fill-in your response for each item.

1A. Sex:

	Frequency	Percent
males	027	13.2
females	178	86.8

1B. Level

	Frequency	Percent
elementary	107	51.7
secondary	100	48.3

2. Age in years:

Averages: Overall 27.9, Males 27.0, Females 28.0, Elementary 28.4, Secondary 27.4

3. What was your marital status at the time you graduated from college?

	Frequency	Percent
single	101	49.0
married	100	48.5
other	005	02.4

4. What is your current salary per school year?

Averages: Overall $19,157, Males $20,182, Females $18,986, Elementary $18,827, Secondary $19,497 .

How many years have you been teaching? 111 first year, 94 second year.

5. How would you describe yourself?

	Frequency	Percent
Native Indian	006	02.9
Asian or PI	002	01.0
Hispanic	000	00.0
White	196	95.6
Black	001	00.5

6. How would you characterize your status as an undergraduate?

	Frequency	Percent
full-time	176	87.6
part-time	019	09.5
ft/pt	006	03.0

7. When did you complete all requirements of your teacher certification program?

	Frequency	Percent
882 - 891	016	07.8
892 - 901	008	03.9
902 - 911	086	42.2
912 - 921	069	33.8
other	025	12.3

8. How many children do you have?

	Frequency	Percent
none	129	62.9
one	022	10.7
two	041	20.0
three	011	05.4
other	002	01.0

9. Do you plan to do your graduate work in education?

	Frequency	Percent
Yes	151	73.3
Not Sure	033	16.0
No	008	03.9
Completed	014	06.8

10. Do you plan to do your graduate work at CENTRAL MISSOURI STATE UNIVERSITY?

	Frequency	Percent
Yes	105	52.2
Not Sure	065	32.4
No	031	15.4

11. Which of the following provides the best description of the kind of work you currently do?

	Frequency	Percent
classroom teacher	189	92.2
teacher/trainer in non-school setting	004	02.0
in education, but not teaching	003	01.5
homemaker	001	00.5
temporarily laid off/unemployed	001	00.5
other	007	03.4

12. How would you describe your current position in education?

	Frequency	Percent
full-time teacher	188	91.3
permanent substitute	004	01.9
part-time teacher	008	03.9
day to day substitute teacher	002	01.0
education specialist	003	01.5
school administrator	000	00.0
other	001	00.5

13. At what grade level do you teach?

	Frequency	Percent
preschool/kindergarten	37	18.0
early elementary/grades 1-3	24	11.7
upper elementary/grades 4-6	32	15.5
middle school/jr. high	41	19.9
senior high school	37	18.0
more than one level/k-12	35	17.0

14. Is this the level at which you prefer to teach?

	Frequency	Percent
Yes	142	75.9
No	045	24.1

15. **--#15 For Secondary Majors only**--(a) What subject(s) do you teach? (check all that apply)

__6_Agriculture	13_Art	_5_Biology	_6_Business	_0_Computer Sci.
__6_Marketing	_8_Earth Sci.	_13_English	_7_Health	_9_Home Econ
__5_History	_3_Industrial (ARTS) Technology Education			_4_Journalism
__8_Mathematics	_3_Music	_14_Physical Education		_3_Physical Sci
__7_Social Studies	_10_Special Ed.	_4_Speech/Theatre		_3_Foreign Lang.

(b) What was your undergraduate major?

	Frequency	Percent
Art	10	10.0
Business	06	06.0
English	10	10.0
Home Economics	11	11.0
Math	05	05.0
Physical Education	19	19.0
Social Studies	09	09.0
Special Education	10	10.0
Other Secondary	20	20.0

Note: The remaining 107 surveys that were returned were from Elementary Education majors.

16. What best describes your teaching assignment?

	Frequency	Percent
Contained classroom	134	70.9
PE instructor	011	05.8
Art instructor	013	06.9
Music	009	04.8
Other	022	11.6

17. About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed ?

	Frequency	Percent
100%	173	84.8
75%	013	06.4
50%	011	05.4
25% or less	007	03.4

18. For how long have you been teaching full time?

	Frequency	Percent
less than one year	116	57.4
1 to 2 years	058	28.7
2 to 3 years	020	09.9
more than 3 years	008	04.0

19. Five years from now, do you plan to be

	Frequency	Percent
teaching	162	79.4
educational specialist	019	09.3
continue education	007	03.4
out work force	005	02.5
other	011	05.4

20. How much longer do you expect to teach?

	Frequency	Percent
less than five years	28	13.9
5-10 years	33	16.4
11-20 years	53	26.4
more than 20 years	87	43.3

21. In the past year, have you been employed in some capacity besides your teaching assignment?

	Frequency	Percent
No	073	38.6
Yes	116	61.4

If Yes, how would you describe your other source(s) of income? (check all that apply)

	Frequency	Percent
coaching	51	31.8
other school-related assignment during the school year	43	26.8
employment outside the school system during the school year	31	19.3
school-related job during the summer	35	21.8

22. If you had it to do over again, would you still enroll in a teacher preparation program?

	Frequency	Percent
definitely yes	95	49.7
probably yes	67	35.1
probably not	14	07.3
definitely not	15	07.8

23. Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

	Frequency	Percent
salary/fringe benefits	1 = 20	09.9
	2 = 77	37.9
	3 = 43	21.2
	4 = 47	23.2
	5 = 16	07.9

Averages: Overall 2.81, Males 3.22, Females 2.74, Elementary 2.76,Secondary 2.85

	Frequency	Percent
quality/level of administrative support	1 = 81	39.7
	2 = 82	40.2
	3 = 20	09.8
	4 = 16	07.8
	5 = 05	02.5

Averages: Overall 1.93, Males 1.50, Females 1.98, Elementary 2.01, Secondary 1.84

	Frequency	Percent
level of personal challenge	1 = 063	30.7
	2 = 109	53.2
	3 = 026	12.7
	4 = 005	02.4

Averages: Overall 1.89, Males 2.03, Females 1.87, Elementary 1.78, Secondary 2.02

	Frequency	Percent
methods used to evaluate your teaching performance	1 = 054	26.5
	2 = 105	51.5
	3 = 034	16.7
	4 = 007	03.4
	5 = 004	02.0

Averages: Overall 2.02, Males 2.03, Females 2.02, Elementary 2.04, Secondary 2.01

	Frequency	Percent
general work conditions	1 = 051	24.9
	2 = 108	52.7
	3 = 027	13.2
	4 = 015	07.3
	5 = 004	02.0

Averages: Overall 2.08, Males 1.92, Females 2.11, Elementary 2.03, Secondary 2.14

	Frequency	Percent
intellectual stimulation of the workplace	1 = 040	19.7
	2 = 107	52.7
	3 = 039	19.2
	4 = 016	07.9
	5 = 001	00.5

Averages: Overall 2.16, Males 2.35, Females 2.13, Elementary 2.00, Secondary 2.33

	Frequency	Percent
geographical location	1 = 74	36.1
	2 = 71	34.6
	3 = 41	20.0
	4 = 17	08.3
	5 = 02	01.0

Averages: Overall 2.03, Males 2.17, Females 2.01, Elementary 1.93, Secondary 2.14

	Frequency	Percent
opportunities for professional advancement	1 = 26	12.8
	2 = 88	43.3
	3 = 57	28.1
	4 = 29	14.3
	5 = 03	01.5

Averages: Overall 2.48, Males 2.71, Females 2.44, Elementary 2.44, Secondary 2.52

	Frequency	Percent
level of support from parents and the community	1 = 36	17.6
	2 = 98	47.8
	3 = 36	17.6
	4 = 24	11.6
	5 = 11	05.4

Averages: Overall 2.39, Males 2.39, Females 2.39, Elementary 2.40, Secondary 2.39

	Frequency	Percent
level of support from administrators and colleague	1 = 79	38.5
	2 = 90	43.9
	3 = 20	09.8
	4 = 14	06.8
	5 = 02	01.0

Averages: Overall 1.87, Males 1.67, Females 1.91, Elementary 1.88, Secondary 1.87

	Frequency	Percent
interactions with colleagues/students	1 = 083	40.5
	2 = 104	50.7
	3 = 013	06.3
	4 = 005	02.4
	5 = 000	00.0

Averages: Overall 1.70, Males 1.50, Females 1.74, Elementary 1.66, Secondary 1.75

	Frequency	Percent
your sense of professional autonomy/level of discretion	1 = 055	27.0
	2 = 116	56.9
	3 = 030	14.7
	4 = 003	01.5
	5 = 000	00.0

Averages: Overall 1.90, Males 1.77, Females 1.92, Elementary 1.80, Secondary 2.01

24. Do you plan:

	Frequency	Percent
to transfer to a different school within your current district ?	yes = 020	09.9
	no = 182	90.1
to seek employment in another district?	yes = 062	31.2
	no = 137	68.8
to seek employment outside of education?	yes = 030	15.2
	no =167	84.7

25. To what extent have education courses (other than field-base experiences) contributed to your success as a teacher? These courses have made a _____contribution to my success.

	Frequency	Percent
very significant	17	08.3
significant	70	34.1
moderate	94	45.9
insignificant	17	08.3
very insignificant	07	03.4

26. At the time you completed your teacher preparation program, how would you have rated the adequacy of your preparation to teach in a culturally diverse setting with **at-risk** students?

	Frequency	Percent
very weak	22	10.7
weak	91	44.4
adequate	72	35.1
strong	12	05.9
very strong	08	03.9

27. What do you consider to be the primary goal of education? CHOOSE ONLY ONE.

	Frequency	Percent
Promoting academic development	87	42.9
Enhancing personal development	95	46.8
Facilitating social development.	21	10.3

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Central
MISSOURI STATE UNIVERSITY

Office of the Dean
College of Education and Human Services
Lovinger 213
Warrensburg, MO 64093
816-543-4272
[redacted]
FAX 816-543-4167

January, 1993

Dear Principal,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment instrument that I would like you to complete. Please return the survey to me in the prepaid envelope by February 28, 1993.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of employers of **our graduates** and **students who went through our certification program**. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your teachers to make them aware of our surveys and ask them to participate. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

(TEAC--PRINCIPALS--1993)

A TOTAL OF 109 PRINCIPAL SURVEYS WERE RETURNED FROM THE 209 THAT WERE SENT FOR A 52% RETURN.

Please read each statement, then circle or fill-in your response for each item.

1. How many CMSU graduates did you employ this school year ?

	Frequency	Percent
Sex		
males	034	21.3
females	125	78.7

2. What is their annual individual salary on average?

	Frequency	Percent
less than $18,000	07	07.1
$18,000-19,999	79	80.6
$20,000 or beyond	12	12.2

3. How would you describe them? Please list a number for each.

	Frequency	Percent
African American	002	01.3
Asian or Pacific Islander	002	01.3
Hispanic	001	00.6
Native American	002	01.3
White	150	94.3
Other	002	01.3

4. Do you feel they are satisfied with the profession they have chosen? Please give a number for each choice.

	Frequency	Percent
Yes	154	96.9
No	005	03.1

5. How well prepared do you consider them, on average, for their present position?

	Frequency	Percent
Very strong	24	25.0
Strong	60	62.5
Adequate	10	10.4
Weak	02	02.1
Very Weak	00	00.0

6. How would you describe their current positions in education?
Please list numbers for each position.

	Frequency	Percent
Full time teacher	145	91.1
Permanent substitute	003	01.8
Part-time teacher	009	05.6
Other	002	01.2

7. What subject(s) do they teach? (please list numbers for all that apply)

_0__Agriculture	_10_Art	_5_Biology	_7__Business
_1__Computer Science	_2__Marketing	_5_Earth Science	_59_Elementary
_15_English	_6__Health	_6_Home Economics	_2__History
_0__Journalism	_14_Mathematics	_2_Music	_6_Physical Education
_10_Physical Sciences	_12_Social Studies	_19_Special Education	_3__Speech/Theatre
_8__Foreign Language	_0__Industrial (ARTS) Technology Education		_6__Other

8. What percent of your first-year and second-year teachers are certificated in all areas they are presently teaching? (Excluding emergency certificates)_____95___%

9. How many of your first-year and second-year teachers are on emergency teaching certificates?__5__% In what disciplines? *Special Education, Math, and Science.*

10. Please rate your perception of your new teachers' level of satisfaction with each of the following aspects of their current teaching positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

	Frequency	Percent
salary/fringe benefits		
	1 = 03	03.3
	2 = 56	60.9
	3 = 17	18.5
	4 = 15	16.3
	5 = 01	01.1

Averages: Overall 2.51, Elementary Principals 2.54, Secondary Principals 2.48

	Frequency	Percent
quality/level of administrative support		
	1 = 25	27.2
	2 = 63	68.5
	3 = 03	03.3
	4 = 01	01.1

Averages: Overall 1.78, Elementary Principals 1.76, Secondary Principals 1.80

	Frequency	Percent
level of personal challenge	1 = 29	31.5
	2 = 60	65.2
	3 = 03	03.3

Averages: Overall 1.71, Elementary Principals 1.73, Secondary Principals 1.70

	Frequency	Percent
methods used to evaluate your teaching performance	1 = 16	17.4
	2 = 69	75.0
	3 = 06	06.5
	4 = 01	01.1

Averages: Overall 1.91, Elementary Principals 1.90, Secondary Principals 1.92

	Frequency	Percent
general work conditions	1 = 29	31.5
	2 = 57	62.0
	3 = 04	04.3
	4 = 02	02.2

Averages: Overall 1.77, Elementary Principals 1.71, Secondary Principals 1.82

	Frequency	Percent
intellectual stimulation of the workplace	1 = 21	22.8
	2 = 62	67.4
	3 = 08	08.7
	4 = 01	01.1

Averages: Overall 1.88, Elementary Principals 1.80, Secondary Principals 1.94

	Frequency	Percent
geographical location	1 = 36	39.1
	2 = 32	34.8
	3 = 19	20.7
	4 = 05	05.4

Averages: Overall 1.92, Elementary Principals 1.92, Secondary Principals 1.92

	Frequency	Percent
opportunities for professional advancement	1 = 12	13.3
	2 = 43	47.8
	3 = 28	31.1
	4 = 05	05.6
	5 = 02	02.2

Averages: Overall 2.35, Elementary Principals 2.35, Secondary Principals 2.35

	Frequency	Percent
level of support from parents and the community	1 = 06	06.5
	2 = 64	69.6
	3 = 17	18.5
	4 = 05	05.4

Averages: Overall 2.22, Elementary Principals 2.14, Secondary Principals 2.30

	Frequency	Percent
level of support from administrators and colleague	1 = 39	42.4
	2 = 49	53.3
	3 = 04	04.3

Averages: Overall 1.61, Elementary Principals 1.66, Secondary Principals 1.58

	Frequency	Percent
interactions with colleagues/students	1 = 38	41.3
	2 = 49	53.3
	3 = 05	05.4

Averages: Overall 1.64, Elementary Principals 1.71, Secondary Principals 1.58

	Frequency	Percent
your sense of professional autonomy/level of discretion	1 = 28	30.4
	2 = 56	60.9
	3 = 06	06.5
	4 = 02	02.2

Averages: Overall 1.80, Elementary Principals 1.78, Secondary Principals 1.82

11. Would you hire your first-year and second-year teachers again?

	Frequency	Percent
all	75	81.5
most	13	14.1
some	02	02.2
none	02	02.2

12. To what extent have education courses (other than field-based experiences such as student teaching) contributed to their success as a teacher on average?

	Frequency	Percent
very significant	12	13.2
significant	50	54.9
modest	24	26.4
insignificant	05	05.5
very insignificant	00	00.0

13. How well prepared are your new teachers to teach in culturally diverse settings ?

	Frequency	Percent
excellent	89	09.9
good	33	40.7
average	37	45.7
weak	30	03.7
poor	00	00.0

14. How well prepared are your first-year and second-year teacher to teach AT RISK students ?

	Frequency	Percent
excellent	04	04.5
good	35	39.3
average	39	43.8
weak	10	11.2
poor	01	01.1

ABOUT YOU

15. When did **you** completed your teacher preparation program ? (Year) _____.

Average 1972---Range 1954-1989

16. What was your undergraduate major?_____

	Frequency	Percent
Elementary Education	31	28.4
Physical Education	28	25.6
Social Studies	09	08.2
English	07	06.4
Home Economics	06	05.5
Others	26	25.9

17. What do you consider to be the primary goal of education? CHOOSE ONLY ONE ANSWER

	Frequency	Percent
Promoting academic development	59	60.8
Enhancing personal development	36	37.1
Facilitating social development	02	02.1

DATE: **May, 1993**

TO: **All CMSU Teacher Educators**

FROM: **Teacher Education Assessment Committee--TEAC (Jim Sylwester, Bill Downs, Wayne Williams, Larry Jones, Carol Mihalevich, and John R. Zelazek)**

RE: **TEAC UPDATE**

During the past four years the Teacher Education Assessment Committee (TEAC) has conducted yearly assessments of Central's Teacher Education Programs by soliciting input from the Professional Education Faculty (PEF), pre-service teacher education candidates, in-service teachers, other graduates of teacher education related programs, and employers of educators prepared at Central.

Below is a compilation of the TEAC assessment 'trends' from the past four years. They should prove to be quite helpful to PEF members, program chairs, department chairs, and others who are in the process of developing or changing curricula, and adapting or adopting policy or procedural changes that relate directly or indirectly to teacher education at Central.

The 'trends' are as follows:

- Full admission into teacher education should be a one-step-process involving an increase in the GPA requirement and adhering to all other requirements listed--NO 'loop-holes'.
- Over 70% of the Teacher Education students continue to be white females.
- Students continue to be concerned and frustrated with the current academic advisement system at Central.
- More field based experiences are requested across all programs.
- Students need to be better prepared for culturally diverse populations.

- The average age of teacher education candidates is increasing and many have children of their own who are in need of safe, affordable childcare.
- There is a need for more training and practical experience in discipline and classroom management.
- Students view their knowledge of the Non-Western world as weak.
- APA writing style needs to be incorporated into all professional education course assignments. Require more analytical writing in all courses.
- Change secondary student teaching to a full semester program.
- Change secondary methods courses to full semester courses.
- Block courses (Social Studies and Multicultural Education, various Elementary Methods) -- and reduce the number of hours of Professional Education for elementary and secondary majors required by Central to be more in line with State standards.
- Incorporate various methods of teaching into methods classes--not just the "Hunter Model."
- Block course time--get out of the 50 minute MWF format.
- Require Educational Measurements for all Elementary majors.
- The identification of male students to teach at the elementary level continues as a priority as well as the recruitment/retention of minorities for the teaching profession.
- Expand computer requirements, literacy is not enough.
- Most teacher education graduates are not prepared to teach students with special needs.
- There is a need for increased emphasis on legal and ethical responsibilities of teaching.

CBASE RESULTS

CENTRAL STUDENTS ONLY

4/88---8/3/93

Students who wish to complete a teacher education degree in Missouri need to successfully complete the College Basic Academic Subjects Examination, CBASE, as part of the admission process for acceptance into the teacher education program at Central. This requirement became effective on September 1, 1988 as part of the 1985 "Excellence in Education Act." CBASE is a criterion-referenced achievement examination focusing on the knowledge and skills requisite to successful college course work. It contains five examination areas: Writing, English, Math, Science and Social Studies. Since the first offering of CBASE in April of 1988, 2324 students have submitted test scores to the university as part of their teacher education admission process. The following page shows a matrix per test, by number of successful attempts, unsuccessful attempts with frequencies, and percentages. The left hand column of the matrix requires the following explanation in order to interpret the data:

1 = First attempt, successful

2 = Second attempt, successful

3 = Third attempt, successful

4 = Fourth attempt, successful

5 = Fifth attempt, successful

6 = Sixth attempt, successful

7 = Seventh attempt, successful

8 = Eighth attempt, successful

A = First attempt, unsuccessful

B = Second attempt, unsuccessful

C = Third attempt, unsuccessful

D = Fourth attempt, unsuccessful

E = Fifth attempt, unsuccessful

F = Sixth attempt, unsuccessful

English	Frequency	Percent
A	110	4.7
B	13	.6
C	1	.1
D	1	.1
1	2074	89.2
2	98	4.2
3	20	.9
4	5	.2
5	1	.1
7	1	.1

Writing	Frequency	Percent
A	71	3.1
B	9	.4
C	1	.1
1	2131	91.7
2	89	3.8
3	17	.7
4	5	.2
7	1	.1

Math	Frequency	Percent
A	192	8.3
B	15	.6
C	11	.5
D	2	.1
E	2	.1
F	1	.1
1	1974	84.9
2	75	3.2
3	25	1.1
4	11	.5
5	10	.4
6	4	.2
7	1	.1
8	1	.1

Science	Frequency	Percent
A	200	8.6
B	14	.6
C	1	.1
E	2	.1
F	1	.1
1	1971	84.8
2	117	5.0
3	12	.5
4	4	.2
5	2	.1
7	1	.1

Social Studies	Frequency	Percent
A	128	5.5
B	15	.6
C	1	.1
D	3	.1
E	1	.1
1	2025	87.1
2	113	4.9
3	26	1.1
4	8	.3
5	2	.1
6	2	.1

Date: February 4, 1993

To: Curriculum and Instruction Faculty

From: John R. Zelazek, TEAC Chair

Re: Ethnic Categories

The two tables below illustrate the Ethnic Categories of students who have taken EDCI 1150 Introduction to Professional Education, and EDCI 2100 Foundations of Education. The tallies are based on the enrollments from Fall 1987 though Fall 1992.

EDCI 1150

Ethnic category	students	Percentage
White	1566	94.6
African American	80	4.8
Hispanic	5	< 1
Asian-PI	2	< 1
American Indian	1	< 1
Non-Resident/Alien	2	< 1
Total	1656	100

EDCI 2100

Ethnic category	students	Percentage
White	2796	95.9
African American	91	3.1
Hispanic	13	< 1
Asian-PI	4	< 1
American Indian	4	< 1
Non-Resident/Alien	6	< 1
Total	2914	100